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ABSTRACT

This guide, which is intended for classroom teachers, supervisors, and administrators in Alabama, contains the minimum required content (core program) for public school instruction in business education in grades 7-12. Presented first are the following: introduction examining the mission, purpose, goals, and structure of business education; conceptual framework of Alabama's business education course of study; discussion of instruction-related elements; and directions for interpreting the minimum required content. The next two sections consist of parallel lists of topics and content standards for courses in the following: accounting I and II, administrative office management, business careers, business computer applications, business communications, business law, business mathematics, business organizations and management, computer applications, financial management, keyboarding applications, rapidwriting, related study, and word processing and desktop publishing. For each course, the curriculum includes a course description and topics linked to content standards. Two appendixes provide diploma requirements and guidelines for local time requirements and homework. Contains 20 references. (KC)

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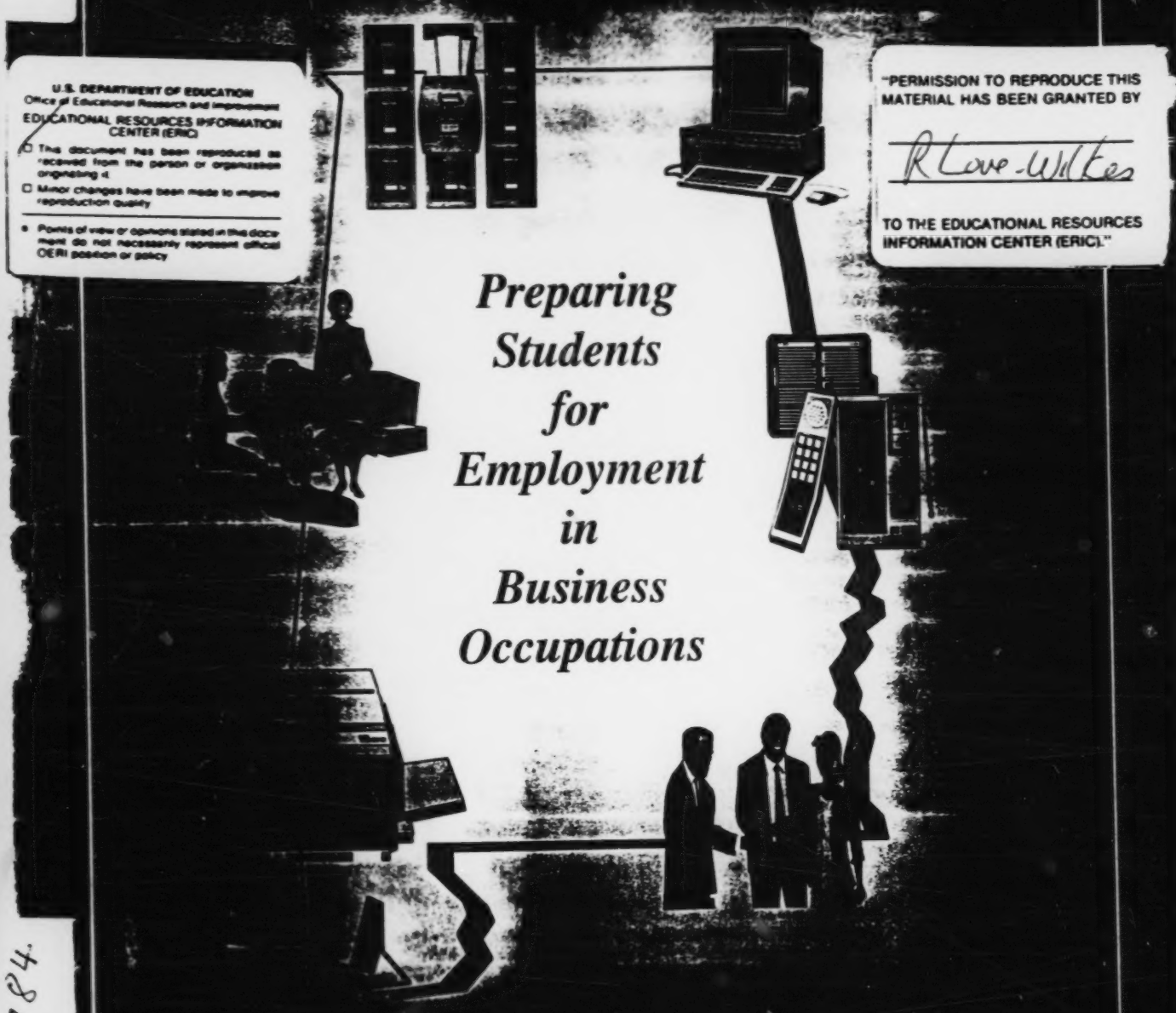
Alabama Course of Study
Business Education



Preparing Students for Employment in Business Occupations

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Alabama Course of Study

BUSINESS EDUCATION

Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama
Bulletin 1996, No. 16

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION
ED RICHARDSON
STATE SUPERINTENDENT OF EDUCATION

July 1996

Dear Educator:

Vocational/Technical Education Curriculum is a vital part of the total education program. The course of study includes a complete range of technical skills and interpersonal skills. It incorporates higher-order thinking skills with academic skills to provide for the transition from secondary programs to postsecondary programs. The content of each vocational program emphasizes strong partnership with business and industry to provide for upward job mobility.

The course of study addresses the explosion of information and technological development that has necessitated change in curriculum development and instructional methodology. The **Alabama Course of Study** parallels national efforts to update vocational education to meet the emerging needs of the information age. It reflects a conscious decision to implement a vigorous, integrated, hands-on, minds-on approach for vocational instruction. This course of study serves as a cornerstone in the collaborative efforts among educators, parents, students, and business and technology leaders to provide opportunities for all Alabama students to become occupationally competent citizens.

Designed for use by classroom teachers, supervisors, and administrators to guide the development of local programs, this document contains the minimum required content (core program) for public school instruction in Grades 7-12 in vocational education. The State Board of Education, the Vocational Courses of Study Committee, and I sincerely believe that this Course of Study and instructional programs developed from it will equip future adult citizens with interpersonal and technical skills for life-long occupations.

Sincerely,

Ed Richardson
State Superintendent of Education

ER/jm

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Alabama Course of Study: Business Education

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Preface

Federal legislation mandates that vocational education programs provide a coherent sequence of courses. The Alabama Course of Study: Business Education (Bulletin 1996, No. 16) provides the framework for the business education program in Alabama's public schools. Alabama Law, Act No. 84-234 in Section 16-35-4, states:

> The State Board of Education, on the recommendations of the state superintendent, shall prescribe the minimum content of courses of study for all public, elementary, and high schools in the state.

The core courses in this document contain content standards that meet the five characteristics of any course of study: basic, appropriate, reachable, reasonable, and enforceable. The content standards dictate the content that is to be used in planning effective and comprehensive business programs. Content standards in this document are minimum and required. They are fundamental and specific but not exhaustive. In developing local curriculum plans, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and/or activities that, by design, are not contained in this document.

The 1995-96 Business Education Course of Study Committee extensively used the National Business Education Association's business content standards; read articles in professional journals and other publications; reviewed similar curriculum documents from other states; listened to and read statements from interested individuals and groups throughout the state; used each member's academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the Committee reached consensus and developed what it believes to be the best possible Business Education Course of Study for Alabama's students.

Acknowledgments

This document was developed by the Business Education sub-committee of the 1995-96 Vocational Education State Courses of Study Committee that is composed of vocational classroom teachers; local school system vocational directors, supervisors, and other administrators; college educators appointed by the State Board of Education; and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Business Education sub-committee began work in June 1995 and submitted its work to the State Board of Education for consideration in early 1996.

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Appreciation is also extended to **Sandra Durham**, Business Education Teacher Educator, Alabama A&M University and **Linda Miller**, Administrator and Business Education Teacher, Jefferson Davis State Community College who served as content reviewers of the document.

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Patricia James and **Julia Sanders**, support staff in the Business Education Section, assisted with the preparation of the document.

Introduction

Business Education is a group of planned, sequenced, specialized instructional programs structured to prepare students to enter, to advance, and to refine prescribed competencies requisite for employment in business occupations. It represents a broad, diverse discipline that is included in all types of educational delivery systems: middle schools, secondary schools, and postsecondary institutions. Business Education programs prepare individuals for occupations in accounting and finance, business management, office administration, and computer information processing. These sequenced programs composed of four core courses include instruction in planning, organizing, directing, and controlling business office systems and procedures; preparing, systemizing, recording, transcribing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts; receiving and disbursing funds; gathering, processing, and disseminating information; operating electric and electronic office equipment; and performing a multitude of other business office tasks. Students who complete the four sequenced courses in an occupational program are program completers and are prepared for entry-level employment and/or postsecondary education.

Successful Business Education programs have several important characteristics:

..meeting the needs of students by addressing various levels of ability, cultural and economic backgrounds, different vocational goals, and special needs;

..promoting educational values including occupational intelligence, economic understanding, and consumer competencies;

..promoting character growth and development including human relations, good work habits, positive attitudes toward fulfillment of responsibilities, and establishment of standards of ethical values;

..developing the skills of logical thinking, communication, problem solving, and decision making;

..providing functioning skills and knowledge for participating in a free enterprise economy;

..providing preparation for immediate employment; and

..offering a basis for further study in business.

Congruent to all programs are the identified economic concepts and leadership activities that enable the individual to function as a consumer, voter, worker, and leader in the American business system.

Reinforcement of basic skills in English, mathematics, social studies, and science appropriate for the occupational preparatory programs is provided through classroom instruction and applied laboratory procedures or practice.

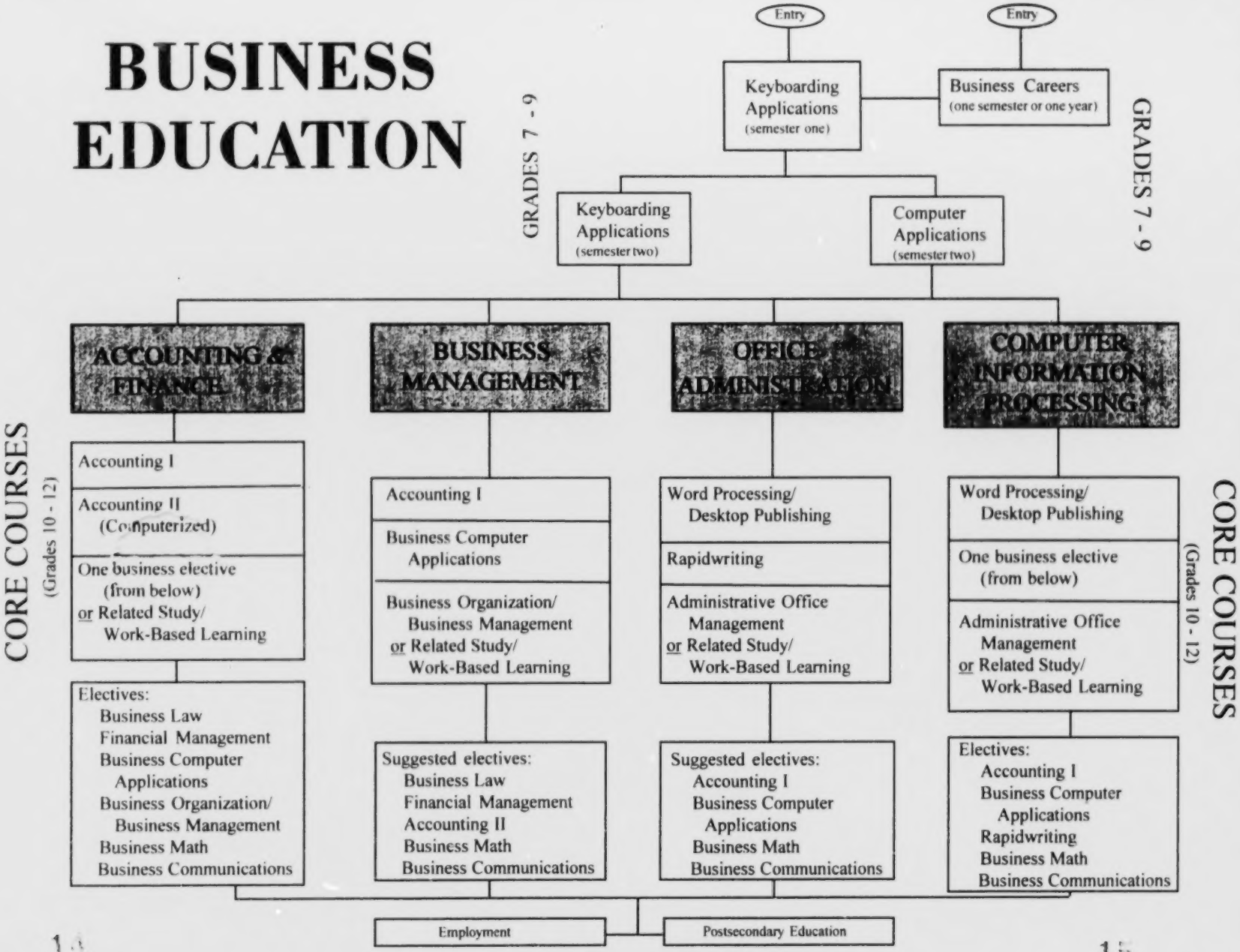
This document contains business education program courses and content standards for exploratory courses, occupational preparatory programs, and cooperative education classes. The content standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school systems within the context of local conditions. Program and course standards are based on competencies required for entry, advancement, and

upgrading in occupations in business. These standards were developed with input from business and industry employers, licensing and credentialing agencies, professional associations, and other representatives of the private sector.

SPECIAL NEEDS

Courses, instructional strategies, and equipment may be modified to ensure that special populations have equal access to the full range of learning experiences and skill development in Business Education. Individual needs of students must be determined by assessments of their interests, abilities, and special needs. Once individual needs have been determined, a support service program, planned cooperatively with the business teacher and support personnel, may be initiated.

BUSINESS EDUCATION



Suggested electives are to be taken in addition to the core courses.

Conceptual Framework
Business Education

The Business Education Conceptual Framework provides an example of the order of program offerings for a given situation in a comprehensive business program. There are four sequenced business education occupational programs leading to entry-level employment and/or postsecondary education.

Accounting and Finance: This program provides students with the skills to maintain accounts and records, verify accounts of data by applying auditing principles, prepare budgets and financial reports, record accounting data electronically, and perform data entry operations. Most emphasis is placed on basic principles, concepts, and procedures of accounting. Activities include summarizing details on worksheets and financial statements, balancing books, and preparing payroll records and tax reports.

Business Management: This program provides students with the skills associated with operating a business or managing a department in a business setting. The major program focus includes management and supervision processes such as budgeting, scheduling, accounting, and planning and organizing business or departmental operations. Other tasks applied are knowledge of line/staff functions, business law in employment contracts and commercial paper, operations and management viewpoints, and policies.

Office Administration: This program provides students with the skills to take and transcribe dictation; key and format business documents; and operate transcription equipment, calculators, telecommunication systems, and reprographic equipment. Other tasks include managing records; scheduling and arranging travel and meetings; greeting visitors; handling mail; making bank deposits; and performing administrative support duties.

Computer Information Processing: This program provides students with skills for keying/formatting, editing, and revising business correspondence, reports, and documents; transcribing machine-dictated materials; creating desktop publications; reproducing copy; classifying and maintaining files; and handling telephone communications. Tasks are performed using business machines, text editing and word processing equipment. Word processing, database, spreadsheet, desktop management, and desktop publishing software are applied in performing tasks.

Within each occupational program, courses are arranged in the sequence in which they should be completed. Students may move from one occupational program to another. However, to complete a program, students must complete the sequence of courses in the newly selected program. Students may change their occupational programs, but they may not indiscriminately select courses.

Keyboarding applications, computer applications, and business careers are basic courses designed to stimulate interest and determine student aptitude and ability for the business profession. Because these courses serve as an introduction to business occupations, they may only be offered if at least one of the occupational programs of Accounting and Finance, Business Management, Office Administration, or Computer Information Processing is available in Grades 10-12.

Instruction-Related Elements

EDUCATIONAL PRINCIPLES

To help students become responsible, productive citizens with a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into this course of study. One is the importance of integrating the curriculum and emphasizing the understanding of the mastery of integrated knowledge. The students move from what is known to an understanding of the unknown, see relationships and patterns, begin to make generalizations, and understand the interrelatedness of the subject areas and skill areas to succeed in learning.

Another principle is that of student development of skills and attitudes necessary to cope with contemporary society. Among these principles are a positive attitude toward oneself, a sense of independence and responsibility for oneself, and an understanding of oneself and one's culture. A positive attitude toward others includes those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing workplace and society.

HARDWARE/SOFTWARE

Students must always be taught the basic fundamentals of office management. This includes the mastery of equipment and mastery of at least one popular software package. The second task is to provide the student with significant exposure to another form of software.

The emphasis on the mastery of equipment and its software produces the expertise, the competence, and the job entry assurance necessary for initial employment. The second experience enables the student to realize that hardware and software differences are variations of the same theme. They all delete, move, store, and find; the difference is in details: where the on-off switch is found, how the commands are initiated, and how the formats are described. Exposure to a second system teaches adaptability and reduces anxiety when one is faced with unfamiliar technology.

Formal instruction on the second system should be limited. Reading comprehension is essential. Students should rely totally on the manual that accompanies the hardware or software. In the office environment, the worker may receive little more than the such a manual. Having gone through such an independent learning exercise, although under the supervision of a teacher, the new worker or the veteran faced with new technology will be more confident of his/her ability to master another form of technology.

Emphasis must be given to word processing, electronic spreadsheets, databases, graphics, desktop publishing, integrated software, electronic messaging, and other forms of data communication.

ENGLISH LANGUAGE

Communications must use accepted principles of grammar, structure, and vocabulary of standard English. Careless speech patterns, mispronunciations, and poor grammar must be eliminated. Keyboarding classes should integrate into instruction the basic language skills of communication: English usage, punctuation, capitalization, composition, and editing.

SOCIAL ISSUES

Social issues include the employee work ethic and business ethics. "The work I do is me" must be instilled in students. "When I type a letter, its form, accuracy, and neatness say something about me. They tell the reader something about who and what I am, and what my standards are."

There is an increasing expectation of ethical behavior. Are the standards changing, or is the accountability to the old standards being applied more rigorously? What are the boundaries of ethical conduct? Who establishes the boundaries? What price does ethical conduct require? What price does unethical conduct demand? What is the relationship between ethics and law: if it is legal, is it ethical? Where and how do ethics and honesty interface?

The business teacher must produce a heightened awareness and a greater emphasis on ethics through assimilating case studies of ethics throughout the curriculum. Student attributes to be cultivated include self-management, responsibility for performing and implementing tasks, a proper code of ethics, and appropriate grooming habits.

HUMAN RELATIONS

Office skills will help a person get the job; human relations will help a person keep it. Satisfactorily interacting with co-workers, supervisors, and the public will continue to be a top priority within any organization. Business is becoming intolerant of employees who cannot work harmoniously with others. The workforce is more diverse in age and culture than ever before. Working in teams is a rapidly growing trend.

INTERNATIONALISM

The global marketplace has emerged. Nearly one of three U.S. jobs will be involved in international commerce. In dealing with various countries, consideration must include an understanding of economic development around the world, markets, sources of supply, competition, infrastructures, exchange rates, interest rates, and economic growth as well as political concerns, governmental laws and regulations, and political systems. Foreign language, comparative political systems, comparative religions, history, geography, and sociology must be integrated into the business curriculum.

APPLICABLE KNOWLEDGE AND SKILLS

Students must comprehend what they read, understand business terminology, follow directions, and be capable of interpreting written materials such as information that appears in office manuals and reference books. They must be able to code and file incoming correspondence; interpret work orders; read directions for using newly adopted software packages; and summarize information from reports, articles, and speeches. They must also be able to think analytically and creatively to solve problems in a logical manner and to make decisions.

Future Business Leaders of America (FBLA) provides a unique instructional method for applying the competencies mastered. FBLA activities are an integral part of the instructional program. Participation in FBLA provides students with various opportunities to develop leadership skills, enhance occupational preparation, work as a team, strengthen critical-thinking skills, develop human relations skills, gain recognition for accomplishments, develop decision-making skills, and promote respect for the dignity of work.

CURRICULUM DESIGN

The traditional "skill" courses, such as keyboarding and accounting, are still evident but exist with significant content changes. Classifications are moving to generic categories such as basic skills, text processing, and data manipulation. Business Education courses and programs have evolved into a "systems" approach focusing on computer technology and applications. However, to ensure employability, the business curriculum must offer an organized sequence of courses that are directly related to current and emerging business occupations. In addition to occupational specific skill training, content must emphasize academic knowledge, problem-solving, higher-order reasoning, work attitudes, and general employability skills.

PROGRAM CONTENT BALANCE

Traditionally, software packages have been taught in isolation. The focus has been on activities created to teach software commands, and software has been the axis around which everything revolves. As a problem-solving tool, students should be taught to use software in this order: 1) database to maintain and organize data; 2) spreadsheet to analyze data; 3) word processing to communicate findings in writing; 4) graphics to communicate findings.

In addition to hardware/software instruction, equal curriculum focus must be on teaching students how to listen; solve problems; make informed decisions; work well with a diverse (cultural and age) group; exercise leadership; and teach others new skills as well as embrace responsibility, self-direction, honesty, and integrity.

BUSINESS LINKAGES

Business educators must maintain a close relationship with business, industry, and government to ensure that curriculum content and practice reflect the standards and techniques of business. Advisory/craft committees consisting of a cross section of business and industry representatives provide direction on current business needs and assist with promoting, expanding, and evaluating business programs. Developing and improving quality business programs is highly dependent on maintaining a close working relationship with business by blending the theoretical knowledge of the educator with the practical knowledge and experience of business persons.

CONCLUSION

Instructors should make a renewed effort to reinforce the basic skills and core competencies of reading, writing, computing, personal development, economic literacy, and consumer awareness. The use of integrated activities in all subjects provides the vehicle for aggregate learning. The focus of teaching must be on understanding and application.

We must start educating today for what we did not know yesterday and for what students must know tomorrow. To ensure a quality workforce, we must provide a relevant education that includes the acquisition of high levels of technical knowledge coupled with employability skills and a firm academic foundation. Education must have the versatility to stimulate critical thinking, enhance problem-solving ability, and provide continuity of learning. There must be an emphasis shift from procedures and processes to assessment of what students can do (end-of-program testing).

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements of what students should know and be able to do. In this document, the minimum required content as prescribed by the Alabama State Board of Education (Ala. Code 16-35-3) is listed as content standards. The order in which content standards are listed is not intended to convey a sequential order for instruction. A content standard may describe a concept or skill that will be addressed throughout the school year.

2. Content standards describe what students should know and be able to do at the conclusion of the course. Each content standard contains a **STEM** that completes the phrase, "Students will ...." The stem describes what students are expected to do by the end of the course.

> **Students will:**
>
> *Analyze business transactions from source documents.*
>
> (Accounting I - Content Standard 6)

3. Additional minimum required content may be listed under a content standard and denoted by a hyphen. The **ADDITIONAL CONTENT** provides specificity for the content standard.

> **Students will:**
>
> *Receive and assist office visitors.*
>
> *-Greeting*
> *-Screening*
> *-Directing and or escorting*
> *-Making introductions*
>
> (Administrative Office Management- Content Standard 11)

4. **EXAMPLES** help clarify the content standard. They are illustrative but not exhaustive. Teachers may add to or substitute examples when planning instruction.

> **Students will:**
>
> *Prepare simple documents using word-processing software.*
>
> *Examples: short form letter, two-page report, announcement, two-column table*
>
> (Computer Applications- Content Standard 15)

BUSINESS EDUCATION

ACCOUNTING I

Accounting I is designed to place emphasis on basic principles, concepts, and procedures of accounting. Students are introduced to applications that use special types of business records. Students learn fundamental accounting procedures using a manual and/or electronic system.

TOPICS	CONTENT STANDARDS
	Students will:
Calculator/Keypad Skills	1. Perform calculating functions by using the touch system. - Eyes on copy - Correct fingering
	2. Solve basic addition, subtraction, multiplication, and division problems.
Accounting Cycle	3. Prepare a beginning balance sheet in correct form by applying the basic accounting equation.
	4. Prepare chart of accounts using proper numerical sequencing.
	5. Open ledger accounts.
	6. Analyze business transactions from source documents.
	7. Journalize transactions; prove and rule journals.
	8. Post journal entries to ledger accounts.
	9. Prepare a trial balance.
	10. Complete a six- and an eight-column worksheet.
	11. Prepare financial statements. - Income statement - Capital statement - Balance sheet
	12. Record and post adjusting entries.
	13. Journalize and post closing entries.
	14. Prepare a post-closing trial balance.
	15. Interpret financial statements.
Banking	16. Endorse checks using restrictive, blank, and endorsement-in-full.

TOPICS	CONTENT STANDARDS
	Students will:
	full.
Banking (continued)	17. Maintain a checkbook.
	18. Reconcile bank statements and make related journal entries.
Payroll	19. Calculate employee earnings and maintain employee payroll records with deductions.
	20. Journalize and post payroll entries.
	21. Journalize and post employer's payroll taxes and prepare reports.
Specialized Accounting Procedures	22. Compare the accounting applications of different types of business ownership.
	23. Differentiate among a service, manufacturing, and merchandising business.
	24. Analyze transactions and record into special and/or expanded journals. -Purchases -Cash payments -Sales -Cash receipts
	25. Post from expanded and special journals to a general ledger and/or subsidiary ledgers.
	26. Prepare individual state and federal income taxes.
	27. Prepare schedules for subsidiary ledgers.
Workplace Skills	28. Follow oral instructions.
	29. Determine the necessity of note taking.
	30. Distinguish among fact, opinion, and inference.
	31. Set and meet deadlines.
	32. Develop and use goal-setting strategies.
	33. Utilize active listening skills.

TOPICS	CONTENT STANDARDS
	Students will:
Leadership	34. Exhibit punctuality and dependability.
Leadership (continued)	35. Apply course concepts to projects sponsored by FBLA. Examples: school store, fundraising, community service
	36. Interpret the FBLA chapter annual budget.
	37. Maintain FBLA chapter financial records.

BUSINESS EDUCATION

ACCOUNTING II

Accounting II (computerized) offers increased emphasis on accounting procedures and techniques used to solve business problems and make financial decisions. It is a blend of advanced accounting principles and procedures using accounting and spreadsheet software to analyze and interpret business applications. This computerized accounting course is intended to provide the student with entry-level skills in the accounting profession and /or to develop a foundation for post-secondary study. (Prerequisite: Accounting I)

TOPICS	CONTENT STANDARDS
	Students will:
Specialized Accounting Applications	1. Establish and maintain petty cash records.
	2. Prepare and pay vouchers.
	3. Calculate and journalize interest and principal on notes.
	4. Calculate and journalize allowance for bad debts and bad debts (uncollectable) expense.
	5. Calculate and journalize allowance for depreciation and depreciation expense using straight line, declining balance, and sum-of-the-years digits.
	6. Calculate and journalize entries to dispose of fixed assets.
	7. Prepare reversing entries for accrued accounts, prepaid receipts, and unearned receipts.
	8. Post entries directly to subsidiary ledgers from invoices, credit memos, and checks.
	9. Determine the estimated cost of merchandise inventory using fifo, lifo, and weighted-average inventory costing methods.
Corporation Accounting	10. Journalize transactions related to starting a corporation.
	11. Prepare a balance sheet for a newly-formed corporation.
	12. Calculate dividends.
	13. Journalize transactions related to declaring and paying dividends.

BUSINESS EDUCATION

ACCOUNTING II

TOPICS	CONTENT STANDARDS
	Students will:
Corporation Accounting (continued)	14. Journalize transactions related to issuing additional capital stock and buying treasury stocks and bonds.
	15. Journalize adjusting entries for amortization and intangible assets.
	16. Figure income tax for a corporation.
	17. Prepare and analyze statements for a corporation.
Cost Accounting	18. Journalize entries related to direct and indirect expenses.
	19. Prepare end-of-period work for departmentalized merchandise.
	20. Identify elements of manufacture costs. -Direct materials -Direct labor -Factory overhead
	21. Journalize entries related to cost records.
	22. Prepare cost sheets.
	23. Journalize transactions for a manufacturing business.
	24. Prepare financial statements for a manufacturing business.
Computer Operations	25. Load, access, and exit operating system and software.
	26. Use file and disk management procedures such as deleting, copying, backing-up files, and formatting disks.
	27. Care for storage media and computer.
	28. Demonstrate knowledge of operating system commands.

TOPICS	CONTENT STANDARDS
	Students will:
Computer Operations (continued)	29. Organize and maintain directories and files using various operating systems.
Spreadsheets	30. Explain the purposes, functions, and common features of spreadsheet software.
	31. Explain the meaning of common spreadsheet terms.
	32. Plan, create, and enter data and formulas.
	33. Edit data within the spreadsheet. Examples: retrieve, update, move, save
	34. Ask "what if" questions and analyze data.
	35. Apply spreadsheets to accounting practices.
Computerized Accounting	36. Identify terms and concepts of advanced automated accounting.
	37. Analyze advanced business transactions and prepare information for computer input.
	38. Enter company information into accounting software for general ledger, accounts receivable, accounts payable, and payroll.
	39. Compute, key, and post company transactions for general ledger, accounts receivable, accounts payable, and payroll.
	40. Save and print financial reports.
	41. Interpret financial statements.

BUSINESS EDUCATION

ACCOUNTING II

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills	42. Set priorities to accomplish several tasks.
	43. Determine the order of the activities to complete a specific task.
	44. Locate information about methods and materials needed to complete a task.
	45. Make decisions and select alternatives for a given situation.
	46. Recognize or identify the existence of a problem given a specific set of facts.
	47. Identify information needed to solve a problem.
	48. Describe desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Tact
Leadership	49. Prepare an employment portfolio.
	50. Analyze and interpret the previous year's FBLA chapter statements.
	51. Evaluate the advantages and disadvantages of various fundraising opportunities and determine profit levels.
	52. Apply course concepts to projects sponsored by FBLA.

BUSINESS EDUCATION

ADMINISTRATIVE OFFICE MANAGEMENT

Administrative Office Management is the capstone course that synthesizes and refines skills established in previous business courses and provides students with procedures and skills necessary for the operation of the modern office. This course includes integration of business concepts into realistic simulations and incorporation of technology as related to office management. (Prerequisite: three business courses)

TOPICS	CONTENT STANDARDS
	Students will:
Correspondence	1. Demonstrate knowledge of letter styles, formats, and mechanics of business letters and other types of communications. 2. Explain the importance of "tone." 3. Apply the C's of communication. -Courtesy -Correctness -Conciseness -Clarity -Consideration -Concreteness -Completeness 4. Compose business documents with correct punctuation, capitalization, abbreviation, and numbers. -Response -Refusal -Sales -Claims -Acknowledgment -Transmittal -Request -Credit -Collection -Social -Recommendation 5. Proofread and edit written material using proofreaders' marks.
Reference Materials	6. Interpret business communications and/or reports with comprehension and speed.

BUSINESS EDUCATION

ADMINISTRATIVE OFFICE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Reference Materials (continued)	7. Select proper reference materials for given situations. Examples: telephone directory, almanac, office/company procedures manual, atlas/maps, postal manual, word-division manual, dictionary
Listening	8. Demonstrate an ability to listen effectively and efficiently. 9. Relate listening skills to job success. 10. Follow instructions.
Office Support Responsibilities	11. Receive and assist office visitors. -Greeting -Screening -Directing and/or escorting -Making introductions 12. Schedule employer's meetings and appointments. 13. Plan and organize meetings. 14. Operate photocopying equipment. -Reproducing documents -Making enlargements and reductions of original -Preparing two-sided photocopies -Collating and stapling multiple-page documents -Obeying copyright laws -Maintaining and troubleshooting
Inventories	15. Prepare and maintain inventory records of hardware, software, furniture, equipment, and supplies. 16. Conduct needs assessment and cost analysis; order and receive office supplies. 17. Process purchase orders.
Process Mail	18. Prepare material for mailing. -Correct address -Transmission/distribution methods -Correct postage

TOPICS	CONTENT STANDARDS
	Students will:
Process Mail (continued)	19. Receive mail. -Date stamping -Retaining an envelope when appropriate -Sorting and routing mail -Forwarding mail
Shipping	20. Select the most efficient shipping methods for a given situation. -Importance -Timeliness -Economy
	21. Prepare goods for shipping. -Packing -Weighing -Labeling
Travel	22. Consult various sources for travel information. -In-house travel department -Travel agents
	23. Determine trip details. -Destination(s) -Departure and return dates -Economical mode of travel -Accommodations/reservations -Preparation of travel vouchers -Procurement of tickets -Itinerary -Time zones -Employer requirements
	24. Prepare an expense report.
Task Management	25. Organize a work environment for efficiency.
	26. Schedule time to complete tasks. -Task priority -Workflow routine

TOPICS	CONTENT STANDARDS
	Students will:
Task Management (continued)	27. Choose appropriate action in situations that require following a chain of command.
Work Ethics	28. Describe desirable employee characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Punctuality and dependability -Responsibility -Accuracy -Loyalty -Diplomacy
	29. Apply employee rules, regulations, and policies. -Harassment -Personal discipline (leave and absence) -Substance abuse -Employee theft -Causes for termination
	30. Comply with safety and health rules. -Safe use of tools and equipment -Clean and orderly work area(s) -Personal hygiene and cleanliness -Attire suitable to the workplace -Established emergency procedures
Records Management	31. Establish and/or maintain files.

BUSINESS EDUCATION

ADMINISTRATIVE OFFICE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Records Management (continued)	32. Index, code, sort, file, and retrieve materials using various filing systems. -Alphabetic -Subject -Geographic -Numeric -Chronological -Tickler -Color code
	33. Locate missing or misplaced materials.
	34. Discuss methods of charging out materials.
	35. Use a centralized and/or decentralized filing system.
	36. Manage records electronically.
	37. Manage records for micrographic filing. -Microfiche -Microfilm
	38. Identify and draft well-designed forms.
	39. Use records management manual.
	40. Plan a records retention schedule and maintain confidentiality. -Protection of vital records -Legal recourses for records retention -Efficient methods of records organization -Archival process
	41. Determine ways to improve existing filing systems.
Machine Transcription	42. Transcribe dictation from recorded media. Examples: minutes, correspondence, reports
	43. Proofread documents for spelling, punctuation, capitalization, number usage, accuracy of content, and clarity of expression.
	44. Prioritize sequence in which to transcribe documents.

BUSINESS EDUCATION

ADMINISTRATIVE OFFICE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Payroll	45. Compute gross pay for hourly and salaried workers.
	46. Calculate gross pay for regular wages and overtime wages from a time card and/or piecework.
	47. Calculate net pay, fringe benefits, and commission.
	48. Evaluate the difference between net pay and gross pay.
Telephone Procedures	49. Demonstrate proper telephone etiquette in making, receiving, and transferring calls. -Clarity -Courtesy -Friendliness -Identification of self and caller -Assistance
	50. Use listening skills to clarify and prepare accurate messages.
	51. Interrupt and terminate calls.
	52. Demonstrate resourcefulness in locating telephone numbers.
	53. Identify types of long-distance services and select the most economical service according to the situation.
	54. Identify time zones and calculate time differences.
	55. Describe wide-area telecommunications service.
Telephone Equipment and Special Services	56. Discuss telephone systems. -Key telephone system -Private business exchange system (PBX) -Centrex telephone system
	57. Identify and select special equipment. Examples: speakerphone, mobile phone, automatic answering machine, personal paging equipment, voice mail

BUSINESS EDUCATION

ADMINISTRATIVE OFFICE MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Telephone Equipment and Special Services	58. Identify special telephone services. Examples: conference calling, speed calling, call forwarding, call waiting, videophone meeting service
Personal Skills	59. Identify the evolving responsibilities of office professionals. 60. Demonstrate professionalism through appearance of self, work area, and completed tasks.
Interpersonal Principles	61. Identify skills needed to maintain effective work relations with colleagues. 62. Demonstrate a sensitivity to cultural differences. 63. Identify and manage negative peer pressure. 64. Use tact in handling criticism, disagreement, or disappointment. -Constructive criticism -Nonconstructive criticism -Negative feelings 65. Exhibit proper attitudes toward authority figures.
Professional Advancement	66. Apply information using self-assessment. -Job opportunities match -Career/job search 67. Demonstrate leadership qualities and skills. 68. Investigate working conditions and income of specific careers. 69. Develop transferable skills and flexible work attitudes.
Leadership	70. Prepare an employment portfolio. 71. Develop effective interview skills. 72. Apply parliamentary skills in a business meeting. 73. Plan, develop, and deliver an oral presentation or report.

BUSINESS EDUCATION

BUSINESS CAREERS

(GRADE 7, 8, or 9)

Business Careers provides information about business career options and exploration of concepts for working in a global society. A variety of occupations and employment skills are identified. Business management, office administration, accounting and finance, and computer information processing opportunities are explored. (Local school system determines length of this course.)

TOPICS	CONTENT STANDARDS
	Students will:
Business Career Awareness	1. Assess personal interests related to career opportunities. 2. Evaluate ways in which the occupational choices will fulfill personal goals. 3. Profile why people work. 4. Explore a variety of occupational clusters.
Accounting and Finance Careers	5. Prepare and maintain personal budgets. -Student -Single person -Family 6. Prepare and maintain a small business budget. 7. Keep cash and checkbook records. 8. Calculate salary, wages, and commissions. 9. Compute sales, markdowns, and taxes. 10. Perform credit and interest calculations. 11. Compare transportation costs. 12. Compute insurance expense. 13. Classify accounts: assets, liabilities, and capital. 14. Analyze the basic accounting equation. 15. Prepare a beginning balance sheet. 16. Identify job titles and skills related to accounting occupations.

BUSINESS EDUCATION

BUSINESS CAREERS

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Business Management Careers	17. Discuss basic business and economic principles.
	18. Explain advantages and disadvantages of different types of business ownership and organization.
	19. Contrast management theories.
	20. Investigate current trends in business.
	21. Identify job titles and skills relating to business management occupations.
	22. Describe the impact of international developments on U.S. businesses.
	23. Explain the influence of cultural customs on business activities.
	24. Recognize the importance of knowing a foreign language.
	25. Discuss business in a global economy.
	26. Define economic roles of management, labor, and government.
Office Administration Careers	27. Develop business communication skills. -Listening -Speaking -Reading -Writing -Nonverbal
	28. Follow written and oral instructions.
	29. Use abbreviated writing to take notes.
	30. Distinguish the parts of a business letter.
	31. Proofread and edit documents.
	32. Identify different types of business documents. Examples: letters, memorandums, manuscripts, agendas, minutes

BUSINESS EDUCATION

BUSINESS CAREERS

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Office Administration Careers (continued)	33. Describe the way equipment affects business activities.
	34. Record accurate and complete telephone messages.
	35. Prioritize and adjust work tasks.
	36. Prepare and maintain a personal calendar.
	37. Identify job titles and skills related to office administration occupations.
Computer Information Processing Careers	38. Identify the types of tasks for which computers may be used in schools, homes, and businesses.
	39. Explain the effects of technology on society.
	40. Recognize the importance of keyboarding skills in efficient use of technology.
	41. Define common automated office terminology.
	42. List the advantages of automation.
	43. Discuss communication technologies.
	44. Organize a work station.
	45. Sort, file, and retrieve materials using the alphabetic, numeric, and geographic systems.
	46. Identify job titles and skills relating to computer information systems occupations.
Ethics	47. Apply ethical behavior in performing work. Examples: confidentiality, loyalty, honesty

BUSINESS EDUCATION

BUSINESS CAREERS

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Ethics (continued)	48. Recognize ethical concerns that arise in different business settings. -Unfair wages -Dishonesty on job applications -Substance abuse -Work incompetence -Freedom and authority conflicts with supervisors -False advertising -Harassment 49. Establish realistic expectations of work settings. -Demands -Responsibilities -Satisfaction -Rewards 50. Define responsibilities of employers and employees in a variety of job situations. -Loyalty versus obedience -Work habits -Organizational structure -Deadlines -Business etiquette -Attendance 51. Examine moral development, the need for ethical conduct, and the consequences of unethical choices. 52. Distinguish between personal ethics and social ethics. -Personal judgments -Religious beliefs -Subculture background -Rules of conduct -Standards of behavior 53. Observe rules and follow accepted policies.
Employability Skills	54. Identify skills employers expect of workers.

BUSINESS EDUCATION

BUSINESS CAREERS

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Employability Skills (continued)	55. Interact positively with others. Examples: with peers, with superiors
	56. Exhibit positive work habits. Examples: punctuality, teamwork, dependability, self-improvement, productivity
	57. Accept change in a positive manner.
	58. Develop time-management and goal-setting abilities.
	59. Identify educational settings that aid in developing career skills.
	60. Differentiate among various levels of employment.
	61. Exhibit desirable work attitudes. Examples: cooperation, objectivity (act rather than react), initiative, consideration, coping
	62. Identify personal traits that affect human relations. Examples: courtesy, adaptability, self-reliance
Career Planning	63. Plan the process to be used for individual career decision making.
	64. Examine a selected business occupation. -Job description -Educational requirements and skills -Job source information -Personal characteristics -Salary
	65. Develop a positive attitude toward career changes throughout life.
	66. Recognize the need for lifelong learning.

BUSINESS EDUCATION

BUSINESS COMPUTER APPLICATIONS

Business Computer Applications utilizes computers as business tools through the use of database, spreadsheet, and word-processing software. It includes analyzing, synthesizing, and evaluating situations to complete tasks efficiently and effectively. (Prerequisite: Keyboarding Applications [full year course] or Keyboarding Applications [semester one] and Computer Applications [semester two])

TOPICS	CONTENT STANDARDS
	Students will:
Operating Systems	1. Load, access, and exit operating system and software.
	2. Use file and disk management procedures. Examples: deleting, copying, backing up files, formatting disks
	3. Care for storage media and equipment.
	4. Demonstrate knowledge of emerging operating systems technology.
	5. Demonstrate knowledge of operating system commands.
	6. Organize and maintain directories and files using various operating systems.
	7. Import, export, and merge data stored in different formats.
	8. Compare and contrast the functions and features of different operating systems, environments, and utilities.
	9. Identify methods of preventing importation of computer viruses.
Database	10. Explain the purposes, functions, and common features of database software.
	11. Explain the meaning of common database terminology.
	12. Identify database applications.
	13. Compare manual and computerized databases.
	14. Describe common database operations.
	15. Define records, fields, and entries.
	16. Write calculations among fields.

TOPICS	CONTENT STANDARDS
	Students will:
Database (continued)	17. Plan, design, create, and store a database. -Field names -Field types -Field widths -Decimal position of numbers
	18. Add, delete, insert, and move records.
	19. Search for specific information.
	20. Enter and edit data within the database. -Retrieve -Update -Move -Save
	21. Display file structure and records; sort records.
	22. Use computer network to conduct primary and secondary research. Examples: commercial software, internet, on-line databases
	23. Design and print various reports.
Spreadsheet	24. Explain the purposes, functions, and common features of spreadsheet software.
	25. Define common spreadsheet terms.
	26. Plan and create spreadsheets.
	27. Enter and edit data within the spreadsheet. -Retrieve -Update -Move -Save
	28. Ask "what if" questions and analyze data.
	29. Test spreadsheet formulas and design for accuracy.

BUSINESS EDUCATION

BUSINESS COMPUTER APPLICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Spreadsheet (continued)	30. Insert, delete, move, and format rows and columns.
	31. Sort and protect ranges.
	32. Use various mathematical functions and formulas. Examples: maximum, minimum, average, choose, lookup
	33. Link spreadsheets.
	34. Create macros.
	35. Apply spreadsheets to accounting practices. Examples: balance sheet, income statements
Charts	36. Plan a chart. -Column -Line -Area -Bar -Pie
	37. Create multiple charts from the same worksheet.
	38. Create embedded charts.
Word Processing (only if content standards have not been met in previous courses)	39. Create, modify, store, retrieve, and print documents representing a variety of formats such as letters, reports, tables, and memos.
	40. Proofread and edit documents for accuracy of content, grammar, spelling, and punctuation using text-editing software. -Spell check -Grammar check -Thesaurus -Dictionary
	41. Perform insert, delete, move, copy, and block functions.
	42. Troubleshoot a word-processing problem by obtaining assistance from help screens and printed manuals.

TOPICS	CONTENT STANDARDS
	Students will:
Word Processing (continued)	43. Customize word-processing software defaults.
	44. Perform page formatting.
Integration	45. Merge a database application and a spreadsheet application with a word-processing document.
	46. Adapt software skills to unfamiliar technology/software using manuals and help menus.
	47. Determine appropriate software to use for specific business applications.
	48. Select and use subject-specific and industry-specific software according to task.
Ethics	49. Identify security issues related to computer hardware, software, and data.
	50. Explain concepts of integrity and confidentiality related to data files.
	51. Explain concepts related to copyright, public domain, copy protection, and licensing agreements.
Workplace Skills	52. Set priorities and meet deadlines.
	53. Locate information and select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
	54. Utilize problem-solving skills. -Gather information -Identify choices -Select alternatives
	55. Work effectively in teams. -Assist others -Service customers -Negotiate -Set group quality standards -Share equally in work

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	56. Follow oral instructions.
	57. Ask questions and take written notes to clarify oral instructions.
	58. Work effectively with people from culturally diverse backgrounds.
	59. Practice cost effectiveness.
	60. Comply with company policies regarding information dissemination and related security matters.
	61. Demonstrate desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Accuracy -Punctuality -Dependability
	62. Comply with safety and health rules. -Use tools and equipment safely -Maintain clean and orderly work area(s) -Practice personal hygiene and cleanliness -Wear attire suitable to the workplace -Follow established emergency procedures
	63. Analyze the positive and negative impacts of adapting technology to the environment and the human user.
	64. Describe the historical evolution of technological innovations as a means through which human needs and wants are satisfied.
	65. Identify potential health hazards created by technology in the workplace.

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	66. Identify and explain the use of common supplies for a given occupational area.
	67. Perform routine tasks related to equipment operation and/or maintenance.
	68. Inventory supplies.
	69. Seek, analyze, and give feedback nondefensively.
	70. Locate and use expert sources and peer support.
	71. Set realistic goals.
	72. Demonstrate knowledge of workplace products and/or services.
	73. Adjust to changes in work flow.
	74. Utilize futuring techniques to anticipate the consequences of new technology.
	75. Demonstrate appropriate ways to communicate negative feelings. -Criticism -Disagreement -Disappointment
	76. Describe proper attitudes toward authority figures.
	77. Consider short and long term results of choices.
Leadership	78. Utilize a database to maintain membership records.
	79. Illustrate graphically FBLA financial and membership data.
	80. Apply computer skills to provide community service.

BUSINESS EDUCATION

BUSINESS COMMUNICATIONS

Business Communications includes advanced grammar, punctuation, and composition skills. Emphasis is placed upon reading, writing, and listening procedures and will develop an understanding of psychological principles (verbal/nonverbal) involved in business communications. International communications and sensitivity in communicating with a diverse workforce are addressed.

TOPICS	CONTENT STANDARDS
	Students will:
Listening Skills	1 Apply listening skills needed for employment.
	2. Listen for content when taking written notes for meetings, instructions, and telephone messages.
	3. Use listening techniques to remember information and names.
	4. Follow oral directions.
	5. Discern others' points of view. Examples: tolerating opposing opinions, recognizing implied meanings
	6. Apply appropriate listening skills when interviewing people for information.
Written Communication	7. Determine the purpose of the communication and the intended audience.
	8. Gather the necessary information.
	9. Organize information and plan the message.
	10. Choose the most appropriate format for messages.
	11. Compose business documents with correct punctuation, capitalization, abbreviation, and numbers. -Response -Refusal -Sales -Claims -Acknowledgment -Transmittal -Request -Credit -Collection -Social

TOPICS	CONTENT STANDARDS
	Students will:
Written Communication (continued)	12. Compose messages that are clear, concise, complete, consistent, correct, and courteous.
	13. Use correct grammar, appropriate tone, degree of formality, and reading level.
	14. Revise the documents.
	15. Proofread and edit copy using proofreaders' marks properly.
	16. Use print or electronic references to verify accuracy.
Speaking Skills	17. Use appropriate tone, speed, volume, and pitch.
	18. Pronounce and enunciate words correctly.
	19. Use proper grammar.
	20. Paraphrase instructions.
	21. Receive and assist office visitors. -Greeting -Screening -Directing and/or escorting -Making introductions
	22. Dictate messages and/or letters. -Machine -Person-to-person
Oral Presentations	23. Determine the purpose and intended audience.
	24. Gather the necessary information.
	25. Organize information and plan the message.
	26. Generate an outline of key points.
	27. Select and prepare the presentation materials.
	28. Use proper grammar and word usage in delivering the oral presentation.

TOPICS	CONTENT STANDARDS
	Students will:
Oral Presentations (continued)	29. Use effective expression and emphasis to enhance the delivery of the presentation.
	30. Use persuasion techniques.
	31. Create a favorable impression through dress, posture, expression, manners, eye contact, and body language.
Diverse Workforce	32. Research and identify diversity factors that impact upon communication.
	33. Apply appropriate strategies for successful communication.
International Audience	34. Prepare documents in correct style for international communications.
	35. Research and identify the customs of the people with whom they are communicating.
	36. List resources to utilize in finding answers to questions related to international business communications.
	37. Investigate the use of translation software.
Telephone	38. List and describe the telephone features and services available including voice mail, video calls, and cellular phones.
	39. Use telephone equipment, features, and services efficiently.
	40. Select an appropriate time and method for long-distance national and international calls.
	41. Demonstrate proper telephone etiquette in making, receiving, and transferring calls. -Clarity -Courtesy -Friendliness -Identification of self and caller -Assistance
	42. Use telephone reference materials effectively.
	43. Handle problem calls with courtesy and efficiency.
	44. Use listening skills to clarify and prepare accurate messages.

BUSINESS EDUCATION

BUSINESS COMMUNICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Reading	45. Employ critical reading skills with textual, editorial, and narrative materials. -Propaganda and type -Bias -Tone -Mood -Logical fallacies
	46. Interpret business communications and/or reports with comprehension and speed.
	47. Research a topic, using a style guide, to report findings or conclusions. Examples: business journals, newspapers, career study
Formatting documents	48. Produce letters using a variety of business letter styles.
	49. Prepare memorandums in various styles.
	50. Prepare common business reports.
	51. Generate documents using word processing software.
	52. Choose and apply appropriate formats for documents.
	53. Use fonts and graphics to enhance documents in appearance and effectiveness.
	54. Use editing software.
	55. Use copier, mail, private mail carriers, fax, or e-mail to distribute documents.
Teamwork	56. Evaluate in small groups the members' studying and researching processes.
	57. Participate constructively in classroom and small group discussion.
	58. Speak distinctly and effectively in group discussions.
	59. Express personal opinions in small groups, in class discussions, and through writing.

TOPICS	CONTENT STANDARDS
	Students will:
Teamwork (continued)	60. Articulate one's point of view when reading personal writing to a group.
	61. Adjust personal use of the writing process based on feedback from peers and teachers.
Employability	62. Adjust tone, word choice, and content when participating in interviews for various purposes.
	63. Classify behavior considered to be appropriate or inappropriate in a job interview situation.
	64. Prepare a letter of application and a résumé.
	65. Create and complete an employment portfolio containing examples of work.
	66. Complete a job interview.
	67. Compose and type a letter requesting a reference.
	68. Compose and type a follow-up letter.
	69. Identify steps to follow when resigning a position.
	70. Compose and type a letter of resignation.
Workplace Skills	71. Describe desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Tact -Adaptability
	72. Summarize results of self evaluations.
	73. Utilize brainstorming techniques to develop thoughts.

BUSINESS EDUCATION

BUSINESS COMMUNICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	74. Demonstrate appropriate ways to communicate negative feelings. Example: handle criticism, disagreement, or disappointment during a conversation/presentation
	75. Exhibit proper attitude toward authority figures.
Leadership	76. Apply parliamentary skills in a business meeting.
	77. Critique FBLA publications.
	78. Plan, develop, and deliver an oral presentation on an FBLA topic.
	79. Participate in structured debate.

BUSINESS EDUCATION

BUSINESS LAW

Business Law provides a survey of the law and the judicial system. Economic and social concepts are explored as they relate to legal principles and to business and personal laws. Emphasis is placed upon business law as it affects young adults with focus on the legal rights and responsibilities of students as citizens, consumers, and employees.

TOPICS	CONTENT STANDARDS
	Students will:
Legal Systems	1. Examine the constitutional basis for law.
	2. Differentiate between criminal and civil trial procedures.
	3. Describe administrative, judicial, and legislative branches of the legal systems.
	4. Identify the need for laws.
	5. Contrast ethics, morals, and laws.
	6. Explain the characteristics of statutory, administrative, and legislative laws.
	7. Compare federal, state, and local court systems and show their relationships.
Criminal Law	8. Distinguish between civil law and criminal law.
	9. Identify common crimes.
	10. Distinguish between a misdemeanor and a felony.
	11. Describe common business-related crimes.
	12. Differentiate between the juvenile justice system and the adult justice system.
	13. Describe the purpose of the statute of frauds.
Tort Law	14. Describe common torts.
	15. Distinguish between crimes and torts.
	16. Explain penalties associated with torts.
	17. Differentiate between assault and battery.
	18. Distinguish between slander and libel.

BUSINESS EDUCATION

BUSINESS LAW

TOPICS	CONTENT STANDARDS
	Students will:
Contracts	19. Identify essential elements of a contract.
	20. Identify types of contracts.
	21. Interpret effects of a contract on a minor.
	22. Identify types of consideration necessary for a valid contract.
	23. Explain effects of a breach of contract.
	24. Explain the importance of a contract in today's society.
Consumer Rights and Responsibilities	25. Determine agencies that provide consumer protection information.
	26. Identify laws that afford consumer protection.
	27. Identify the reasons for bankruptcy laws.
	28. Evaluate the functions of different types of insurance.
	29. Describe characteristics of a bailment.
	30. Describe responsibilities of parties involved in bailment.
	31. Distinguish between real or personal property.
	32. Identify a negotiable instrument.
	33. Describe legal aspects of a real estate transaction.
	34. Compare the rights and the responsibilities of landlords and tenants.
Legal Aspects of Employment	35. Describe the rights and the responsibilities of employees and employers.
	36. Explain the rights and the responsibilities of parties to an employment contract.
	37. Describe ways working adults and minors are protected by the law.
	38. Identify federal, state, and local laws and agencies related to employment.

TOPICS	CONTENT STANDARDS
	Students will:
Legal Aspects of Employment (continued)	39. Examine work ethics.
	40. Identify agency rights and responsibilities.
	41. Identify the purposes of grievances and procedures for filing them.
	42. Identify the legal basis for termination.
International Law	43. Compare the American legal system with systems in other countries.
	44. Describe the impact of foreign and international laws on our economy.
	45. Describe citizens' rights when traveling or living abroad.
Workplace Skills	46. Distinguish among fact, opinion, and inference.
	47. Identify skills needed to maintain effective work relations with coworkers.
	48. Work effectively in teams. -Negotiating -Setting group quality standards -Sharing equitably in work responsibilities
	49. Utilize problem-solving skills. -Gathering information -Identifying choices -Selecting alternatives
	50. Listen actively and follow oral instructions.

TOPICS	CONTENT STANDARDS
Workplace Skills (continued)	*Students will:* 51. Describe desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Tact 52. Identify standard workplace policies related to personal discipline, substance abuse, employee theft, and causes of termination. 53. Apply employee rules, regulations, and policies. -Punctuality -Dependability -Responsibility -Accuracy -Harassment policies 54. Evaluate the impact of language and appearance on a speaker's verbal and nonverbal communication. 55. Distinguish between positive and negative nonverbal communication. 56. Identify potential health hazards created by technology in the workplace in compliance with OSHA regulations. 57. Locate and use expert sources. 58. Utilize brainstorming techniques to develop thoughts. 59. Demonstrate appropriate ways to communicate negative feelings. 60. Describe proper attitudes toward authority figures. 61. Handle criticism, disagreement, or disappointment during a conversation/presentation.

BUSINESS EDUCATION

BUSINESS LAW

TOPICS	CONTENT STANDARDS
	Students will:
Leadership	62. Apply parliamentary skills in a business meeting.
	63. Examine guidelines for FBLA competitive events and inform members of rules and regulations.
	64. Interpret FBLA dress code regulations.

BUSINESS EDUCATION

BUSINESS MATHEMATICS

Business Mathematics is designed to develop competency in mathematics skills in business situations. Problem solving, reasoning, and analytical skills are utilized in preparing simple business documents. This course emphasizes computational skills involving earnings, savings, banking, budgeting, taxes, and business enterprise operations.

TOPICS	CONTENT STANDARDS
	Students will:
Calculators	1. Demonstrate proficiency in addition, subtraction, multiplication, and division of fractions, decimals, whole numbers, and percentages on a calculator or a computer using the touch system. - Eyes on copy - Correct fingering
	2. Interpret, analyze, and solve word problems related to business situations.
Recordkeeping Methods	3. Prepare cash receipts for business records.
	4. Prepare cash payments for business records.
	5. Calculate checkbook records.
	6. Prepare bank reconciliation statements.
	7. Calculate and organize cash and charge sales records.
	8. Analyze pricing goods using rate of markup and sales advertising cost price basis.
Payroll	9. Compute gross pay for hourly and salaried workers.
	10. Calculate gross pay for regular wages and overtime wages from a time card and/or piecework.
	11. Calculate net pay, fringe benefits, and commission.
	12. Evaluate the difference between net pay and gross pay.
	13. Determine the value of fringe benefits.
Metric And Standard Systems	14. Use metric units for length, area, capacity, and weight.
	15. Calculate standard and metric amounts.

BUSINESS EDUCATION

BUSINESS MATHEMATICS

TOPICS	CONTENT STANDARDS
	Students will:
Metric and Standard Systems (continued)	16. Convert metrics from one metric unit to another.
	17. Convert from one system to another.
Budgeting	18. Explain how budgeting can be helpful.
	19. Calculate and check extensions, sales tax, and totals on sales slips.
	20. Compare cost of buying products in different sizes or quantities.
	21. Calculate the cost of home energy, water, and telephone services.
	22. Relate personal goals to immediate and potential income, expenses, and savings.
	23. Identify fixed and flexible expenses.
Banking	24. Calculate interest, due date, and maturity value of loan and credit purchases.
	25. Determine interest using banker's methods.
	26. Interpret and demonstrate understanding of credit agreement.
	27. Calculate the interest on account balances for passbook and time deposit accounts.
	28. Use compound interest tables.
	29. Compare different savings plans.
Taxes	30. Calculate property taxes.
	31. Calculate sales tax using a table and sales tax rate.
	32. Discuss the social security retirement and disability benefit.
	33. Compute social security taxes for employees, employers, and self-employed persons.
	34. Prepare an individual state and federal income tax return.

BUSINESS EDUCATION

BUSINESS MATHEMATICS

TOPICS	CONTENT STANDARDS
	Students will:
Insurance	35. Calculate the premiums and recoveries for life insurance.
	36. Calculate the premiums and benefits of health and accident insurance.
Insurance (continued)	37. Calculate the premiums and benefits of property insurance.
	38. Calculate the premiums and benefits of vehicle insurance.
Financial Documents	39. Analyze balance sheets and income statements.
	40. Calculate profit and loss.
	41. Demonstrate informed decisions for purchasing merchandise using trade, chain, and cash discounts.
	42. Discuss inventory methods.
	43. Identify depreciation methods.
Statistical Measures	44. Determine mean, mode, and median of grouped and ungrouped data.
	45. Analyze pie, bar, and line graphs.
Workplace Skills	46. Determine the order of the activities or the step-by-step process by which a specific task can be accomplished.
	47. Identify effective study habits.
	48. Ask questions and take written notes to clarify oral instructions.
	49. Listen actively and follow oral instructions.
	50. Set and meet deadlines.

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	51. Describe desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Punctuality -Dependability -Accuracy
	52. Comply with safety and health rules.
Workplace Skills (continued)	53. Distinguish between positive and negative communication.
	54. Organize work space.
	55. Adjust to changes in work flow.
	56. Describe proper attitudes toward authority figures.
	57. Consider results of short- and long-term choices.
Leadership	58. Describe the responsibilities of the FBLA treasurer.
	59. Plan a community service activity.
	60. Plan a fundraising activity.
	61. Tutor peers.

BUSINESS EDUCATION

BUSINESS ORGANIZATION/BUSINESS MANAGEMENT

Business Organization/Business Management gives a general overview of national and international business and the social and economic environments of business. It emphasizes the basic concepts of management and leadership styles as well as the characteristics, organization, and operation of business as a major sector of the economy. (Prerequisite: three business courses)

TOPICS	CONTENT STANDARDS
	Students will:
Characteristics of Business	1. Explore advantages and disadvantages of different types of business ownership and organization.
	2. Explain the role and nature of entrepreneurship.
	3. Identify opportunities, problems, and obligations of small businesses.
	4. Investigate current trends in business and predict how changes in society and business will impact on employment in the future.
	5. Describe the changing nature of the population, the labor force, and the major social issues that impact upon businesses.
	6. Identify current laws and regulations affecting the establishment and operation of businesses.
	7. Explain the way international business impacts upon the balance of trade as well as importing and exporting operations.
	8. Describe the way global competition has affected the operation of American businesses.
	9. Discuss formal and informal organizations as political entities and the ways they distribute power, resources, and rewards.
Management Responsibilities	10. Describe management functions and develop a personal philosophy of management.
	11. Identify benefits and limitations of a variety of management styles.
	12. Compare various leadership styles.
	13. Distinguish between management and leadership skills.
	14. Develop and communicate a mission statement.

BUSINESS EDUCATION

BUSINESS ORGANIZATION/BUSINESS MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Management Responsibilities (continued)	15. Describe planning tools used by managers.
	16. Develop an action plan that states goals, objectives, and strategies.
	17. Investigate methods of implementing quality control measures.
Financial Functions	18. Explore sources of capital.
	19. Identify factors contributing to the cost of office operations.
	20. Analyze sales/production records.
	21. Approve financial disbursements.
	22. Analyze the need for preventive maintenance and for repair of equipment.
	23. Describe the significance of insurance to businesses, common types of policies, and the reduction of non-insurables.
	24. Select insurance coverage.
	25. Describe credit plans, credit cards, credit policies, collection procedures, and credit analysis.
	26. Identify reasons for taxes, types of taxes, and the effect taxes have on business decisions.
Marketing Functions	27. Analyze the importance of marketing and its role in the economy.
	28. Analyze marketing concepts and the elements of the marketing mix.
	29. Explain the four stages of the product life cycle.
	30. Identify the consumer goods classification.
	31. Select product/service distribution channels.
	32. Evaluate a purchasing system.
	33. Apply pricing procedures.
	34. Select an advertising program.

BUSINESS EDUCATION

BUSINESS ORGANIZATION/BUSINESS MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Supervisory Functions	35. Analyze the impact of changing technology on office functions and personnel.
	36. Develop a recycling program or plan.
	37. Plan a meeting.
	38. Arrange for safety and security measures.
	39. Develop a policy and procedures manual.
	40. Construct organizational charts and explain staff interrelationships using a variety of organizational models.
	41. Determine status of projects pending, in progress, and completed.
	42. Organize work teams.
	43. Establish work priorities, deliverables, and timelines (for both work teams and departmental units).
	44. Coordinate employee work schedules and workload distribution.
	45. Apply management functions to production.
	46. Plan physical layout, furnishings, and equipment for an office.
	47. Develop an information processing system.
Human Resources Functions	48. Develop a staffing plan.
	49. Establish a file of job openings.
	50. Develop and publicize a job description.
	51. Compare and contrast assessment tools that address work and personality styles.
	52. Critique job applicant portfolios.
	53. Outline the procedures used in employee selection, evaluation, promotion, and termination.
	54. Interview applicant(s) for employment using the committee approach.
	55. Orient a new employee.

TOPICS	CONTENT STANDARDS
	Students will:
Human Resources Functions (continued)	56. Identify traits associated with sensitivity to a diverse workforce.
	57. Discuss the negative impact of different types of discrimination.
	58. Practice conflict resolution.
	59. Respect and adapt to the perspectives and opinions of experienced workers in the business environment.
	60. Monitor employee and team performance.
Human Resources Functions (continued)	61. Design an appraisal system based on an investigation of a variety of job descriptions and appraisal systems.
	62. Explain needs, concerns, and procedures for outsourcing and for hiring temporary employees.
	63. Identify elements of federal legislation pertinent to staffing Americans with Disabilities Act. Examples: legal issues interpreted from the supervisor's point of view, harassment, OSHA, employee rights, privacy, drug testing, discrimination, substance abuse
	64. Identify benefit packages. Examples: education programs, health/family-care programs
	65. Select and design employee training programs.
	66. Develop techniques for introducing and implementing changes. Examples: staffing, equipment, procedures
	67. Identify possible solutions to labor problems.
International Business	68. Analyze the effects of international business on office functions and personnel.

TOPICS	CONTENT STANDARDS
	Students will:
International Business (continued)	69. Discuss how to change international perceptions, stereotypes, and prejudices affecting international trade.
	70. Contrast the American enterprise system with other economic systems and explain how national economics are measured.
	71. Discuss ways exchange rates are set and the role they play in foreign trade.
	72. Generalize reasons for business investments in foreign industry.
	73. Recognize ways in which the federal government restricts access to American know-how and selected products and protects local industry from foreign competition.
	74. Compare customs and culture of major trade countries that affect cultural interactions on an international basis.
	75. Recognize the importance of knowing a foreign language.
International Business (continued)	76. Examine the effects of terrorism on international trade.
	77. Discuss ways that disputes between citizens of different countries are settled.
	78. Explain the importance of protecting intellectual property in foreign trade. - Copyright - Patent
Time Management	79. Determine the order of the activities or step-by-step process by which a specific task can be accomplished.
	80. Estimate the time required to perform activities needed to accomplish a specific task.
Leadership	81. Incorporate business education advisory committee members in FBLA activities.
	82. Explore responsibilities of FBLA officers.
	83. Design and market an FBLA program to promote membership.
	84. Organize FBLA business activities. Examples: income sources, program of work, agendas, service projects

BUSINESS EDUCATION

BUSINESS ORGANIZATION/BUSINESS MANAGEMENT

BUSINESS EDUCATION

COMPUTER APPLICATIONS (ONE SEMESTER)

(GRADE 7, 8, or 9)

Computer Applications is a one-semester course designed to provide an understanding (acquaintance) of computer processing with minimum proficiency in computer operations and the effect of software applications in business activities. (Prerequisite: Keyboarding [semester one])

TOPICS	CONTENT STANDARDS
	Students will:
Computer Basics	1. Define basic computer-related terms.
	2. Identify basic computer hardware components.
	3. List basic computer software components.
	4. Identify basic functions of computer hardware and software.
	5. Explain the effect of computers on society.
Computer Uses	6. Identify the types of tasks for which computers may be used in school, home, and business.
	7. Discuss legal and ethical issues affecting computer use.
	8. Identify security issues related to computer hardware, software, and data.
Operating Systems	9. Use the functions of the resident-operating system.
	10. Perform operating system functions.
	Examples: format, copy, remove, delete
	11. Load, access, and exit software.
	12. Create backup.
	13. Create and manipulate directories.
Document Processing	14. Explain the purpose and usefulness of word-processing software packages.

BUSINESS EDUCATION

COMPUTER APPLICATIONS (ONE SEMESTER)

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Document Processing (continued)	15. Prepare simple documents using word-processing software. Examples: short form letter, two-page report, announcement, two-column table
	16. Store, retrieve, and manipulate information.
Database Applications	17. Explain the purpose and usefulness of database software packages.
	18. Prepare documents using database software. Example: mailing list
	19. Store, manipulate, modify, retrieve, and print data.
Spreadsheet Applications	20. Explain the purpose and usefulness of spreadsheet software packages.
	21. Prepare documents using electronic spreadsheet software.
	22. Store, retrieve, and manipulate information using a spreadsheet software package.
Telecommunications	23. Define and identify the elements of telecommunications.
	24. Discuss the impact of telecommunications on society.
	25. List applications of data communication.
	26. Identify the features and types of electronic mail.
	27. Communicate and exchange files electronically. Examples: E-mail, file transfer
	28. Identify the features of a bulletin board system.

BUSINESS EDUCATION

COMPUTER APPLICATIONS (ONE SEMESTER)

(GRADE 7, 8, or 9)

TOPICS	CONTENT STANDARDS
	Students will:
Telecommunications (continued)	29. Identify and describe networks.
	30. Use computer networks to facilitate collaborative or individual learning and communicating.
	Examples: commercial computers, internet, on-line databases
Desktop Publishing	31. Explain the purpose and usefulness of desktop software packages.
	32. Prepare documents using desktop software.
	Example: one-page newsletter
	33. Store, manipulate, modify, retrieve, and print data.
Computers in Careers	34. Research various career opportunities in the computer industry.
	35. Identify computer skills required in one's career objective.
	36. Describe the effects of computerization on various occupations.

BUSINESS EDUCATION

FINANCIAL MANAGEMENT

Financial Management introduces students to the way societies and individuals balance an unlimited desire for goods and services with limited labor, capital, and natural resources. The course provides students with the opportunity to make informed decisions as consumers, wage earners, and citizens.

TOPICS	CONTENT STANDARDS
	Students will:
Basic Economic Decisions	1. Evaluate the role of economics in our society. 2. Explain why economic theory is important in economic decision-making. 3. Differentiate between buyers and sellers in an economic relationship. 4. Assess how the marketplace acts as a tool for rationing, motivating, and informing. 5. Determine the proper decision-making process to be used when making economic choices. 6. Identify goals and values that influence choices. 7. Recognize and describe the condition of scarcity. 8. Evaluate trade-offs involved in economic decisions. 9. Analyze the ways goods and services are rationed and distributed. 10. Evaluate the impact of personal education and job decisions on an individual's economic future. 11. Evaluate the impact of consumer income and spending on a market economy. 12. Assess how consumers make their purchasing decisions. 13. Analyze why economic interdependence exists. 14. Describe economic interdependence through the circular flow of the economy.

BUSINESS EDUCATION

FINANCIAL MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Economic Systems	15. Contrast the American free enterprise system with other economic systems in terms of origin, societal impacts, and long-range prospects.
	16. Demonstrate how vigorous competition produces greater variety, better quality, and lower prices.
	17. Analyze capitalism, socialism, and communism by ownership of resources.
Demand: Achieving Consumer Satisfaction	18. Explain the significance of demand in the U.S. market economy.
	19. Identify how the law of demand affects individual consumer behavior.
	20. Apply the concept of price elasticity of demand when analyzing market situations.
	21. Describe the conditions that might cause a demand curve to shift.
Supply: Producing Goods and Services	22. Explain the significance of supply in the U.S. market economy.
	23. Identify how the law of supply affects the behavior of individual firms.
	24. Distinguish between a change in quantity supplied and a change in supply.
	25. Calculate price elasticity of supply.
Wages, Income, and the Distribution of Wealth	26. Analyze the factors that affect wages, income, and the distribution of wealth.
	27. Explain the relationship between income and wealth.
	28. Propose ways to reduce economic inequity in the U.S.
	29. Analyze minimum wage laws.

BUSINESS EDUCATION

FINANCIAL MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Competition	30. Differentiate between models of competition, giving advantages and disadvantages of each.
	31. Describe the conditions necessary for pure competition.
	32. Discuss how competition improves efficiency in the private sector.
Technology and the Economy	33. Predict potential influences on buying decisions due to changing technologies.
	34. Explain the effect of rapidly changing technologies on competition in the marketplace.
	35. Analyze the effect of the information age on personal income and the distribution of wealth.
	36. Discuss current technological trends and innovations that directly affect the U.S. economic system.
Banking	37. Prepare a bank deposit from cash receipts.
	38. Maintain a checking account. -Checkbook balance calculations -Check endorsements -Bank statement reconciliations
Petty Cash	39. Write petty cash vouchers.
	40. Classify business expenses for a voucher system payment.
	41. Record vouchers in a petty cash book.
	42. Determine a cash shortage and/or cash overage.
	43. Replenish a petty cash fund.

BUSINESS EDUCATION

FINANCIAL MANAGEMENT

TOPICS	CONTENT STANDARDS
	Students will:
Budgeting	44. Maintain personal budget records.
	45. Prepare budgets. -Student -Single person -Family
Payroll	46. Calculate hours from employees' time cards. -Regular -Overtime
	47. Prepare a payroll register. -Employee wages -Employee deductions
	48. Prepare a currency breakup and a memorandum for payroll.
	49. Maintain an employee's earning record.
	50. Prepare withholding tax reports.
Workplace Skills	51. Locate information and select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
	52. Work in groups. -Setting priorities and deadlines -Negotiating -Setting group quality standards -Sharing equally in work responsibilities -Gathering information -Identifying choices -Selecting alternatives
	53. Listen actively and follow oral instructions.

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	54. Describe desirable worker characteristics. -Cooperation -Compromise -Competition -Assertiveness -Integrity -Honesty -Friendliness -Positive attitude -Tact -Adaptability
	55. Summarize results of self-evaluations.
	56. Seek, analyze, and give feedback nondefensively.
	57. Organize work space.
	58. Utilize brainstorming techniques to develop thoughts.
	59. Demonstrate financial responsibility.
	60. Debate cost effectiveness.
	61. Demonstrate appropriate ways to communicate negative feelings. Example: handle criticism, disagreement, or disappointment during a conversation/presentation
	62. Exhibit proper attitude toward authority figures.
Leadership	63. Plan activities to complete the FBLA state project.
	64. Design an activity to promote FBLA membership.
	65. Investigate the skills required for the FBLA Introduction to Business competitive event.
	66. Create a financial plan related to community service.

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS

Keyboarding Applications is designed to develop the touch method in operating keyboards to input data and to produce business documents. Emphasis is placed on formatting skills for producing letters, reports, manuscripts, tables, and outlines. Special emphasis is given to word division, spelling, punctuation, capitalization, numbers, symbols, and keying from rough drafts. This course may be taught on typewriters or computers.

TOPICS	CONTENT STANDARDS
	Students will:
SEMESTER ONE	**May be taught on typewriters or computers.**
Touch Method	1. Describe various kinds of typewriters and/or computers.
	2. Demonstrate and use basic parts of typewriters and/or computers.
	3. Demonstrate correct keyboarding techniques. -Eyes on copy -Correct fingering -Proper posture -Work area arrangement
	4. Insert, align, and remove typewriter paper and /or printer paper.
	5. Key sentences and paragraphs using various keys. -Alphabetic -Numeric -Symbol -Fraction
	6. Produce copy using paper of varying dimensions.
Correspondence	7. Key memorandums on different forms of paper. -Plain paper -Preprinted form
	8. Key letters in mailable form from longhand notes and rough draft copies.

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Correspondence (continued)	9. Key letters in mailable form with special notations. -Attention line -Subject line -Postscript -Enclosure notation -Copy notation -Page headings
	10. Key addresses on envelopes and/or postcards. -OCR format -Different sizes -Special notations -Labels
Tables	11. Key and/or rule tabulated material consisting of tables with source documents, total line, and figures. -Tables with two or more columns -Table placement using vertical and horizontal centering
Manuscripts/Reports	12. Key an outline. -Roman numeral alignment -Alpha/numeric sequence -Topic outline format -Sentence outline format
	13. Key bound and unbound manuscripts with and without special features. -Footnotes -Endnotes -Citations -Title page -Table of contents -Bibliography
Editing	14. Obtain assistance for preparing documents via hard copy references and documentation. Examples: dictionary, thesaurus, users manual, word division manual

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Editing (continued)	15. Proofread, edit, and correct typewritten copy. -Use of proofreaders' marks -Detection of errors -Correction of drafts
SEMESTER TWO	**May be taught on typewriters or be substituted with Computer Applications. (See pages 55-57.)**
Composition	16. Compose documents at the typewriter or computer. -Correct grammar usage and spelling -Idea development -Complete sentences -Paragraphs -Special applications
Straight Copy	17. Key straight copy. -Correspondence using alphabetic keys -Straight alphabetic unfamiliar material of 1.5 syllable intensity at a rate of 45 net wpm on a five-minute timed writing or local industry standard
Minutes	18. Key minutes of a meeting. -Side headings -Hanging side headings
Statistical Material	19. Key statistical material. -Correspondence using numerals -Numeric tables with hands on numeric keys -Statistical reports with leaders -Statistical material at a rate of 30 net wpm on a five-minute timed writing or local industry standard -Tables in ruled and boxed format -Tables with headers
Fill-Ins	20. Key fill-ins. -Form letters -Forms -Bulletins -Job applications -Multiple copies

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Productivity	21. Organize materials to set work priorities.
	22. Demonstrate speed and accuracy in producing copy necessary for on-the-job performance.
	23. Demonstrate ability to cope with pressure, to handle interruptions, and to follow written and oral instructions.
Productivity (continued)	24. Synthesize and key data directly from conversations, meetings, and media.
Input, Store, and Output Functions*	25. Input, store, and output handwritten and typed documents.
	26. Demonstrate the correct "touch" system techniques for operating the ten-key numerical pad.
Electronic Editing*	27. Edit letters and documents. -Word-division errors -Context errors -Spelling errors -Formatting errors
	28. Arrange standardized paragraph correspondence.
***Where electronic typewriters or computers are available**	29. Obtain assistance for preparing documents via on-line references.
Workplace Skills	30. Set priorities in the order in which several tasks will be accomplished.
	31. Locate information and select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
	32. Determine the necessity of note taking.
	33. Listen actively and follow oral instructions.
	34. Set and meet deadlines.

BUSINESS EDUCATION

KEYBOARDING APPLICATIONS

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	35. Apply rules, regulations, and policies. -Safety -Health -Classroom -Personnel discipline
	36. Exhibit punctuality and dependability.
	37. Demonstrate integrity.
	38. Practice cost effectiveness.
	39. Comply with company policies regarding information dissemination and related security matters.
	40. Identify and explain the use of common supplies for a given occupational area.
	41. Perform routine tasks related to equipment operation and/or maintenance.
	42. Organize and maintain work space including equipment and supplies.
	43. Demonstrate knowledge of workplace products and/or services.
	44. Adjust to changes in work flow.
	45. Describe proper attitudes toward authority figures.
Leadership	46. Compose and key FBLA documents. Examples: recruitment letters, minutes, news releases, agendas, forms
	47. Investigate the skills required for the FBLA Keyboarding Applications event.
	48. Apply classroom skills to plan and conduct a community service activity.

BUSINESS EDUCATION

RAPIDWRITING

Rapidwriting is designed to enable students to use a form of rapidwriting system (symbol shorthand, notehand/abbreviation system, or machine shorthand) with proficiency. Emphasis is placed on reading and writing from notes, taking dictation, and transcribing material into mailable form. (Prerequisite: Keyboarding Applications [full year course] or Keyboarding Applications [semester one] and Computer Applications [semester two])

TOPICS	CONTENT STANDARDS
	Students will:
Theory	1. Read and write using an abbreviated writing system. -Alphabetic/symbolic -Abbreviated forms -Phrases
	2. Read aloud from an abbreviated writing system at a rate of at least 200 words per minute. -Text -Notes
Notetaking	3. Take dictation at a minimum of 80 words per minute using acceptable dictation techniques from unfamiliar material of 1.5 syllable intensity for at least three minutes.
Transcription	4. Transcribe dictated material (unfamiliar, office-style) into mailable form using a keyboard at a minimum transcription rate of 30 words per minute.
	5. Produce mailable documents. -Spelling -Punctuation -Capitalization -Number usage -Accurate content -Clarity of expressions -Format
Time Management	6. Set priorities in the order in which several tasks will be accomplished.
	7. Locate information and select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.

BUSINESS EDUCATION

RAPIDWRITING

TOPICS	CONTENT STANDARDS
	Students will:
Time Management (continued)	8. Determine the order of the activities or step-by-step process by which a specific task can be accomplished.
	9. Estimate the time required to perform activities needed to accomplish a specific task.
	10. Identify short-term and long-term skills.
	11. Develop habits that save time.
	12. Identify effective study habits.
Workplace Skills	13. Utilize problem-solving skills.
	14. Identify skills needed to maintain effective work relations with co-workers and colleagues.
	15. Identify skills needed to maintain effective work relations with superiors and subordinates.
	16. Make decisions and select alternatives for a given situation.
	17. Recognize or identify the existence of a problem given a specific set of facts.
	18. Identify information needed to solve a problem and select the best course of action.
	19. Choose a career path.
	20. Follow oral instructions and ask questions to clarify oral instructions.
	21. Determine the necessity of taking notes.
	22. Record a telephone message.
	23. Set and meet deadlines.
	24. Develop and use goal-setting strategies.
	25. Develop positive peer and supervisor relationships.

BUSINESS EDUCATION

RAPIDWRITING

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	26. Process information and communicate a message using graphic or electronic technology.
	27. Exhibit punctuality and dependability.
	28. Demonstrate integrity.
	29. Practice cost effectiveness.
	30. Comply with company policies regarding information dissemination and related security matters.
	31. Identify standard workplace policies related to personal discipline (personal leave and absence), substance abuse, employee theft, and cause of termination.
	32. Comply with safety and health rules. Examples: exhibit safe use of tools and equipment, maintain clean and orderly work area(s), practice personal hygiene and cleanliness, wear attire suitable to the workplace, follow established emergency procedure
	33. Analyze the positive and negative impacts of adapting technology to the environment and the human user.
	34. Identify and explain the use of common supplies for a given occupational area.
	35. Perform routine tasks related to equipment operation and/or maintenance.
	36. Locate and use expert sources and peer support.
	37. Organize work space.
	38. Demonstrate knowledge of workplace products and/or services.
	39. Adjust to changes in work flow.
	40. Compose business letters to address specific needs.

BUSINESS EDUCATION

RAPIDWRITING

TOPICS	CONTENT STANDARDS
	Students will:
Leadership	41. Record and transcribe FBLA minutes.
	42. Compose monthly-activities reports from FBLA minutes.

BUSINESS EDUCATION

RELATED STUDY

Related Study provides business cooperative education students with a common class to reinforce competencies acquired and to introduce additional competencies in the selected occupational program. This course includes topics related to the specific job that the student is performing at the workbase learning site. (Prerequisite: three business courses)

TOPICS	CONTENT STANDARDS
	Students will:
Operations/Procedures	1. Prepare and maintain training agreements and training plans.
	2. Prepare and maintain employment-related forms.
	3. Complete an employment application.
	4. Complete time cards.
Safety	5. Demonstrate safety procedures on the job.
Human-Relations Skills	6. Demonstrate appropriate work habits.
	7. Identify behavior that promotes good human relations.
	8. Identify ways to increase self-understanding.
	9. Identify personality traits that increase job performance.
	10. Analyze and develop written solutions to personal behavior problems.
Communications	11. Place external and internal calls accurately and efficiently.
	12. Take and give accurate messages.
	13. Schedule and cancel appointments accurately.
	14. Identify and demonstrate business telephone etiquette.
Work Ethics	15. Identify acceptable business ethics.
	16. Choose appropriate actions in situations requiring application of business ethics.
Personal Finance	17. Prepare checks and stubs.
	18. Endorse checks using appropriate endorsement.
	19. Prepare a deposit slip and balance a checkbook.

BUSINESS EDUCATION

RELATED STUDY

TOPICS	CONTENT STANDARDS
	Students will:
Personal Finance (continued)	20. Reconcile a bank statement.
	21. Complete income tax forms.
Decision Making	22. List the steps in problem solving.
	23. Demonstrate the ability to prioritize work responsibilities.
	24. Choose appropriate actions in situations that require following a chain of command.
	25. Select appropriate ways to handle confidential information.
	26. Identify appropriate ways to accept constructive criticism.
Job-Related Business Equipment	27. Identify commonly-used terms, characteristics, and usage of job-related business equipment.
	28. Make decisions on equipment and software selection.
Records Management	29. File documents using a variety of methods. -Alphabetic -Numeric -Subject -Geographic -Chronological -Color codes
	30. Retrieve documents from file.
	31. Identify and apply automated techniques for records management.
Career Development	32. Classify behavior considered to be appropriate or inappropriate in a job interview situation.
	33. Prepare a letter of application and a résumé.
	34. Create and complete an employment portfolio containing examples of work.
	35. Demonstrate successful job interviewing techniques.
	36. Compose and type a letter requesting a reference.

BUSINESS EDUCATION

RELATED STUDY

TOPICS	CONTENT STANDARDS
	Students will:
Career Development (continued)	37. Compose and type a follow-up letter.
	38. Identify steps to follow when resigning a position.
	39. Compose and type a letter of resignation.
Payroll	40. Compute gross pay for hourly and salaried workers.
	41. Calculate gross pay for regular wages and overtime wages from a time card and/or piecework.
	42. Calculate net pay, fringe benefits, and commission.
	43. Evaluate the difference between net pay and gross pay.
Work-Based Learning	44. Perform tasks as outlined in the training plan.
	45. Demonstrate job performance skills.
	46. Attain an acceptable level of productivity.
	47. Demonstrate appropriate dress and grooming habits.
Leadership	48. Demonstrate knowledge of parliamentary procedure.
	49. Construct an FBLA speaker resource file.
	50. Create and implement an FBLA public relations plan.
	51. Interpret job skill information.
	52. Prepare a job description manual.

BUSINESS EDUCATION

WORD PROCESSING/DESKTOP PUBLISHING

Word Processing/Desktop Publishing is designed to develop intermediate to advanced level word processing skills using a variety of software functions. These functions include graphics, desktop publishing, and multimedia to create a variety of business publications, and many other concepts to function effectively in a high tech changing environment. (Prerequisite: Keyboarding Applications [full year course] or Keyboarding Applications [semester one] and Computer Applications [semester two])

TOPICS	CONTENT STANDARDS
	Students will:
Introduction	1. Define automated office terminology.
	2. Describe the automated office systems cycle.
	3. Identify representative automated office systems equipment, components, and media.
	4. Identify the advantages of word processing as a business productivity tool.
	5. Identify emerging trends in word processing.
Operating Systems	6. Load, access, and exit operating system and software.
	7. Use file and disk management procedures such as deleting, copying, backing up files, and formatting disks.
	8. Care for storage media and equipment.
	9. Demonstrate knowledge of emerging operating systems technology.
	10. Demonstrate knowledge of operating system commands.
	11. Organize and maintain directories and files using various operating systems.
	12. Import, export, and merge data stored in different formats.
	13. Compare and contrast the functions and features of different operating systems, environments, and utilities.
Word Processing	14. Use correct keyboarding techniques including correct fingering.
	15. Create, modify, store, retrieve, and print documents representing a variety of formats such as letters, reports, tables, and memos.

BUSINESS EDUCATION

WORD PROCESSING/DESKTOP PUBLISHING

TOPICS	CONTENT STANDARDS
	Students will:
Word Processing (continued)	16. Use quick keys to move throughout documents. 17. Troubleshoot a word processing problem by obtaining assistance from help screens and printed manuals. 18. Proofread and edit documents for content, grammar, spelling, and punctuation using text-editing software. -Spell check -Grammar check -Thesaurus -Dictionary 19. Perform insert, delete, move, copy, and block functions. 20. Perform page and print formatting. -Justification -Fonts -Alignment -Underline -Tabs -Margins -Line spacing -Leaders -Paper size -Page orientation -Page numbering -Preview -Page breaks
Specialized Features	21. Create headers/footers, super/subscripts, footnotes, and endnotes. 22. Perform search and search/replace functions. 23. Create tables by using the table function. 24. Create and execute macros. 25. Sort data in ascending and descending order and in multiple fields. 26. Create a primary file by merging variable information keyed at the keyboard. 27. Merge a primary file with a secondary file.

BUSINESS EDUCATION

WORD PROCESSING/DESKTOP PUBLISHING

TOPICS	CONTENT STANDARDS
	Students will:
Specialized Features (continued)	28. Create a boilerplate to assemble a document.
	29. Add borders to paragraphs.
	30. Apply math functions to number columns.
	31. Complete on-screen forms.
Integration	32. Integrate spreadsheet, database, and word processing applications.
	33. Adapt word processing skills to unfamiliar technology software using manuals and help menus. Example: different software packages
Desktop Publishing Process	34. Describe how the publishing and graphics of desktop publishing has changed due to mechanization and computerization.
	35. Describe the basic concepts of desktop publishing and personal publishing.
	36. Examine career opportunities in desktop publishing.
Principles of Document Design	37. Identify and apply principles and techniques of publication design.
	38. Differentiate typeface, type style, and fonts selections.
	39. Plan document layout and design.
	40. Utilize and convert style sheets (templates) into publications.
	41. Use desktop publishing software to design, create, import data/graphics/scanned images, format, and produce a variety of publications. -Letterhead -Memorandum -Flyer -Brochure -Advertisement -Newsletter -Certificates -Résumé -Forms

TOPICS	CONTENT STANDARDS
	Students will:
Principles of Document Design (continued)	42. Create documents in varying columnar formats.
	43. Create a desktop publication that includes graphics in the form of clip art, boxes, shading, lines, and illustrations created with draw and paint tools.
Importing Text and Graphics	44. Import text and tables from a word processing program into a desktop published document.
	45. Import charts, text, or tables from spreadsheet or database software programs into a desktop publication.
	46. Incorporate scanned and digitized graphics/text and paint files into a desktop publication.
Multimedia	47. Appraise the advantages and disadvantages of presentation methods. -Video -Computer graphics -CD-ROM -Laser discs -LCD panels -Slides -Projection systems
	48. Recommend the best type of media to use given various case scenarios.
	49. Select and use multimedia technology to create a presentation.
	50. Explain the purposes, functions, and common features of presentation and multimedia software.
	51. Explain the meaning of common presentation and multimedia software terminology.
	52. Identify principles and techniques of presentation and multimedia design and delivery.
	53. Evaluate media analytically and critically.
Telecommunications	54. Define and identify the elements of telecommunication.
	55. Identify the features and types of electronic mail.

TOPICS	CONTENT STANDARDS
	Students will:
Telecommunications (continued)	56. Evaluate and select messages that may be addressed best by electronic media.
	57. Identify and correct common problems with electronic mail including cyberspace.
	58. Describe the benefits and limitations of using an electronic bulletin board system.
	59. Transfer a file in a LAN environment.
	60. Transfer a file to a remote location.
	61. Access a network-shared file.
	62. Describe the steps in transmitting and receiving a facsimile.
	63. Transmit and receive an electronic mail message.
	64. Use CD-ROMs, laser discs, videos, and modems for knowledge acquisition.
	65. Research and report uses of electronic boardroom and group decision support software in national and international business.
	66. Apply rules of electronic messaging etiquette including use of shortcut abbreviations and emoticons.
Network Design	67. Identify and describe networks.
	68. Distinguish between public and private networks.
	69. Describe the characteristics of a local area network (LAN) and a wide area network (WAN).
	70. Describe advantages and disadvantages of networking.
	71. Use computer networks to facilitate collaborative or individual learning and communicating.
	Examples: commercial software, internet, on-line databases

BUSINESS EDUCATION

WORD PROCESSING/DESKTOP PUBLISHING

TOPICS	CONTENT STANDARDS
	Students will:
Ethical and Legal Issues	72. Analyze the security issues involved with data communications.
	73. Define, identify, and correct instances of hacking, phone fraud, on-line piracy, and data vandalism.
	74. Evaluate issues related to privacy, depersonalization, and government control of telecommunications.
Workplace Skills	75. Set priorities and meet deadlines.
	76. Locate information and select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
	77. Utilize problem-solving skills. -Gather information. -Identify choices. -Select alternatives.
	78. Follow oral instructions.
	79. Ask questions to clarify oral instructions.
	80. Comply with company policies regarding information dissemination and related security matters.
	81. Identify potential health hazards created by technology in the workplace.
	82. Identify and explain the use of common supplies for a given occupational area.
	83. Perform routine tasks related to equipment operation and/or maintenance.
	84. Inventory supplies.
	85. Seek, analyze, and give feedback nondefensively.
	86. Locate and use expert sources and peer support.
	87. Set realistic goals.
	88. Demonstrate knowledge of workplace products and/or services.

BUSINESS EDUCATION

WORD PROCESSING/DESKTOP PUBLISHING

TOPICS	CONTENT STANDARDS
	Students will:
Workplace Skills (continued)	89. Adjust to changes in work flow.
	90. Describe proper attitudes toward authority figures.
Leadership	91. Design and produce an FBLA document. Examples: recruitment brochures, newsletters, project flyers, business reports
	92. Apply course concepts to prepare FBLA annual business report.
	93. Demonstrate skills required for the FBLA word processing event.
	94. Design a multimedia FBLA presentation.

APPENDIX A

Diploma Requirements

Effective for students who begin the ninth grade in the 1996-97 school year, in order to earn an Alabama high school diploma, students must successfully complete the High School Basic Skills Exit Exam and earn the requirements for the Alabama High School Diploma or the Alabama High School Diploma with Advanced Academic Endorsement. A local board of education may establish requirements for receipt of additional endorsements, but any endorsement must include those requirements for the Alabama High school diploma.

Alabama High School Diploma

	Credits
English Language Arts	4
Four credits to include the equivalent of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Four credits to include the equivalent of:	
Algebra I	1
Geometry	1
Science	4
Four credits to include the equivalent of:	
Biology	1
A Physical Science	1
Social Studies	4
Four credits to include the equivalent of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Electives	5 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of six electives.

Alabama High School Diploma with Advanced Academic Endorsement

Credit earned through applied academic courses or embedded credit situations will not satisfy the core curriculum requirements for a diploma with an advanced endorsement.

	Credits
English Language Arts	4
Must include advanced levels of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Must include advanced levels of:	
Algebra II with Trigonometry	1
Science	4
Must include advanced levels of:	
Biology	1
A Physical Science	1
Additional Life and/or Physical Science	2
Social Studies	4
Must include advanced levels of:	
Grade 9	1
World History	1
U. S. History	1
Government	1/2
Economics	1/2
Physical Education	1
Health Education	1/2
Fine Arts	1/2
Computer Applications*	1/2
Foreign Language	2
Electives	3 1/2
Local boards must offer foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, and driver education as electives.	
TOTAL	24

*May be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified staff at the high school. The designated one-half credit will then be added to the electives, making a total of four electives.

APPENDIX B

GUIDELINES FOR LOCAL TIME REQUIREMENTS AND HOMEWORK

In accordance with # 1.1.5 (Action Item #F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

- Local school systems should develop time allocations that reflect a balanced school day. In addition, they should account for the law related to time requirements (§16-1-1, Ala. Code, 1975); that is, the total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes.

- The recommended list below resulted from considerations of a balanced educational program. Any deviations established at the local level should be accompanied by rationales that ensure balance and are compatible with the developmental characteristics of students.

NOTE: Time requirements provide a general plan and are to be implemented with a flexibility that encourages interdisciplinary approaches to teaching.

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly

*Established by the State Department of Education in accordance with §16-40-1 (Ala. Code, 1975)

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools that are not accredited as well.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with *Ala. Admin. Code* r. 290-050-010.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part. This standard references the fact that kindergartens in Alabama operate as full-day programs.

In accordance with *Ala. Admin. Code* r. 290-050-010.02, the official guide for program planning in kindergarten is *Alabama Kindergartens*, Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. These include a balance of individual exploration, small-group interest activities, interaction with peers and teachers, handling of concrete materials and many other real world experiences. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

HOMEWORK

Homework is a vital component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and of the role it plays in meeting requirements of a course. Homework should be meaningful and used to reinforce classroom instruction. It should not place students and parents in a position of having to study skills that have not been introduced and practiced through classroom instruction. Furthermore, students and parents should not be burdened by excessive amounts of homework.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

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